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ABSTRACT

A report, by Mark Sweet, entitled "Project W.I.L.--Ways to Independent Living," describes the effects of the outgrowth of teacher workshops on the design and implementation of education and related services for severely handicapped students. The staff, employed at the Central Avenue School in Burlington, Iowa and at the Summitville School in Summitville, Iowa, focused on the importance of a functional curriculum in domestic, vocational, recreation/leisure, and general community living skills. Five topics were seen as crucial to the service delivery system: (1) the learning and performance characteristics of severely handicapped students, (2) the involvment of parents and guardians, (3) the chronological age issue, (4) the inclusion of multihandicapped students, and (5) the integration of related services. Changes in programing are said to have resulted in instruction in travel training (using community transportation), use of nonsheltered businesses as vocational training sites, and involvement of nonschool environments for instructional purposes. (CL)

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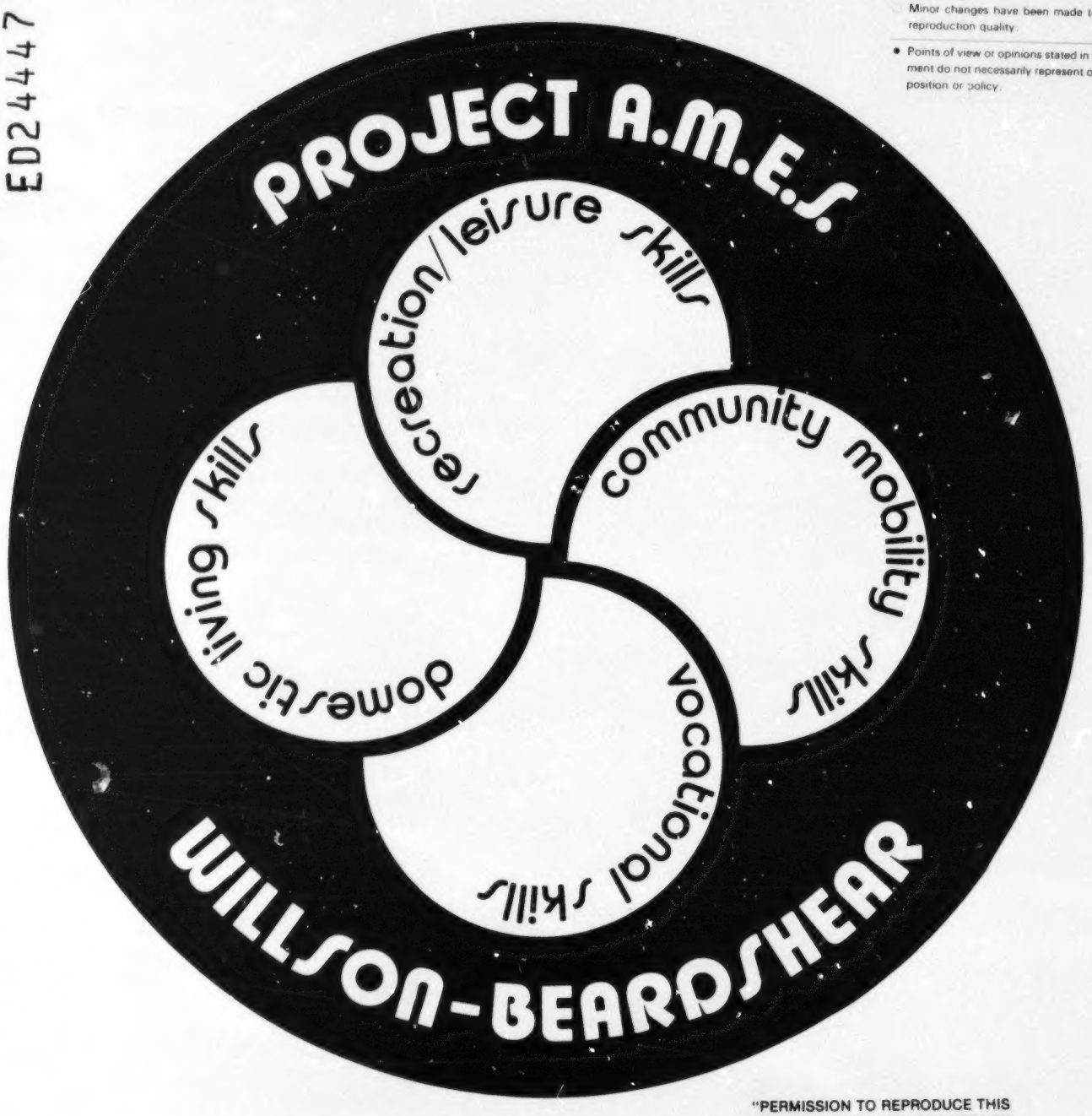

VOLUME IV

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Project A.M.E.S.

(Actualization of Mainstream Experience Skills)

Volume IV

1982-83

EDITED BY:

STEVE MAURER
PROJECT DIRECTOR
DEPARTMENT OF PUBLIC INSTRUCTION

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PROJECT W.I.L. - Ways to Independent Living

by Mark Sweet
Doctoral Candidate at
University of Wisconsin, Madison, Wisconsin

August of 1982

Teachers and related service personnel from two schools in Area 16 met for a two-day workshop in August, 1982. Those participating were employed at the Central Avenue School in Burlington, Iowa, and the Summitville School in Summitville, Iowa. The purpose of the workshop was to examine and discuss at least some of the recent strategies developed for use in the design and implementation of educational and related services for severely handicapped students. The term "severely handicapped" is used here to refer to students ascribed labels of both trainable and severely/profoundly mentally handicapped.

As can be seen in Table 1, there are nine classes at the Central Avenue School and three at the Summitville School. Class groups are assigned categorical labels of either "trainable" or "severe/profound." Although neither school makes elementary, middle, or high school distinctions, this structure has been provided for communication purposes. It should be noted that in several classes there are students who are significantly older or younger than the desirable age range in that particular class.

Since the curricular orientation and work experiences of those participating in the workshop were quite varied, it was necessary to arrive at a mutual understanding of what the purpose of education is for severely handicapped students. The group decided that it was no longer enough to simply document that a severely handicapped student can learn. Instead the discussion centered on delineating what specific skills will be taught and where instructional services will be delivered. Workshop participants recalled how a developmental guide and behavioral technology were once regarded as the primary tools needed to start the school year. With those tools, severely handicapped students were frequently taught, for example: to match and sort arbitrary items on the basis of size, color, or shape; to assemble and disassemble puzzles, pegboards, and other toys; and to perform dozens of other skills in school that they were never required to perform during nonschool hours or in adulthood. Now, at least a generation of severely handicapped children who received such programming are severely handicapped adults and still unable to perform a large proportion of those skills listed in the developmental sequence guides; and more importantly, they are unable to perform many skills which others must now perform for them. In other words, they were not taught critically needed functional skills.[1]

1. Functional skills refer to those actions that if not performed by a severely handicapped person, will have to be performed by a nonhandicapped person for or to him/her. Making a bed, preparing a simple meal, and crossing a street are but a few examples.

TABLE 1

Central Avenue School - Burlington, Iowa

Teacher	Number of Students	Approximate CA Range	Categorical Placement
Allyne Prater	5	3-8	severe/profound
Ruth Morgan	8	5-8	trainable
Rebecca Brown	8	8-10	trainable
Naomi Johnson	6	5-12	severe/profound
Nancy Ensminger	8	10-13	trainable
Paul Eisenmann	10	11-17	trainable
Patricia Taylor	7	12-18	severe/profound
Mary Ann Green	25	14-21	trainable
Scott Wood			

Summitville School - Summitville, Iowa

Teacher	Number of Students	Approximate CA Range	Categorical Placement
Dorothea Ploeger	7	5-18	severe/profound
Ed Bazow	7	6-12	trainable
Marla Endres	9	12-20	trainable

The August workshop ended with participants resolving that the purpose of education for severely handicapped students is to prepare each for maximal involvement in Domestic Living, Vocational, Recreation/Leisure and General Community Functioning during afternoons, weekends, and upon graduation at age 21. This means that to offer quality educational and related services, individualized attention must be given to what is taught and where instruction occurs. Curricular plans must be both longitudinal and comprehensive in nature.

In the next section, we will attempt to communicate five topics that were of concern to the staffs at both the Central Avenue and Summitville Schools in the process of implementing changes in the service delivery system and some of the actions proposed or taken. These topics will include:

The learning and performance characteristics of severely handicapped students;

The involvement of parents/guardians;

The chronological age issue;

The inclusion of multihandicapped students; and

The integration of related services.

The 1982-83 School Year

The Learning and Performance Characteristics of Severely Handicapped Students. Labels that refer to individuals are often used to exchange meaningful information in an efficient manner. One problem inherent in this practice is that people rarely have the same amount or kind of information. Thus, a communication system that depends on labels frequently results in a nonmeaningful exchange. Some might hear the phrase "severely handicapped" and associate I.Q. scores and the need for a particular curricular approach, while others might attach different, supposedly more descriptive labels, e.g., "trainable," "moderate," "profound" and assume the need for another approach. In both situations, the persons involved are likely to feel that their choice of label is sufficiently communicative to justify the approach being advocated. In an attempt to offer more than just a label to justify a curricular approach that is individualized, longitudinal, and preparatory in nature, Brown, et al. (1983) have delineated six learning and performance characteristics typically associated with severely handicapped students. These characteristics are presented in a comparative format. That is, when compared to their nonhandicapped peers, it is highly probable that severely handicapped students:

will acquire fewer skills in the same amount of time;

will require more instructional time and trials to acquire the same skills;

will not transfer the performance of skills acquired in one environment to a second environment without direct instruction in the second;

will acquire fewer complex skills;

will have more difficulty remembering skills that are not required on a regular basis and will require more time to relearn those skills that are forgotten; and

will rarely take skills learned in separate contexts and synthesize them for practical use.

Thus, when preparatory curricula are developed in consideration of the learning and performance characteristics delineated by Brown, et al. (1983), some educational guidelines can be drawn.

1. Because fewer skills will be acquired, a teacher should be reasonably certain that the skills taught are skills that will be used.

2. Because more time and trials will probably be needed, scheduling should be longitudinal rather than episodic.

3. Because transfer of skill performance from one environment to another cannot be assumed, plans should be made for instruction to occur in the environments in which the skills of concern are required.

4. Because fewer complex skills will be acquired, the skills or parts of skills taught should be carefully prioritized.

5. Because forgetting and relearning skills that are not regularly required is likely to occur, skills should be selected that will be used on a regular basis.

6. Because several skills learned in isolation are rarely synthesized and used in novel situations, skills should be taught as they occur within actual activities.

The Involvement of Parents/Guardians. Professionals in general have a history of telling parents/guardians what their severely handicapped children need rather than discussing and jointly planning individualized, longitudinal, preparatory educational programs (Vincent, et al., 1980).

A more appropriate approach to securing the involvement of parents in program development is simply to begin discussion with open-ended questions. For example, a reasonable and, in fact, necessary question to ask is, "What do you want for your child as an adult?" Answers to this question are essential regardless of the age of the child or the severity of the handicapping conditions. It can certainly be disarming to ask this question of the parents/guardians of a five-year-old severely multihandicapped child. However, the question is not intended to disarm but to open future-oriented discussion. In order to develop preparatory curricula, such discussion is needed. A Parent/Guardian Inventory is one strategy for securing valuable information regarding the curricular content an individual might need (Brown, et al., 1979). Appendices A_1 and A_2 contain two examples of such inventories. Appendix A_1 is an inventory developed by teachers of high school age students at Central. Appendix A_2 is an inventory used by an elementary level teacher of multihandicapped students at Central. Both inventories are designed to

assist a parent/guardian when delineating the environments and activities that might be currently and/or subsequently important for their child.

The Chronological Age Issue. As the chronological age of severely handicapped persons increases, their mental age does not increase at nearly the same rate, nor does it ever catch up. The latter portion of that statement is the most critical. If mental and chronological ages will never match, then curricular approaches that strive to achieve that match are destined to fail. Mental age has been one of the primary factors cited for teaching adolescent and young adult severely handicapped students to perform skills generally associated with nonhandicapped students who are chronologically younger. The result of this approach is that often little is expected of severely handicapped persons and so few functional or otherwise appropriate skills are acquired.

Seligman (1975) describes a phenomenon called "learned helplessness." When an individual is rarely taught or allowed to control actual events or outcomes and they seem to occur independent of any personal action, he/she learns to be inactive or perform as though "helpless." Many severely handicapped persons are systematically made victims by this type of treatment. They are all too often the passive recipients of attention. Seligman suggests that victimization of this sort may result in a reduction in motivation. Further, once a person has essentially learned to be helpless, it becomes more difficult to teach him/her to (even) partially participate in controlling events and outcomes.

In order to prevent teaching severely handicapped students to be helpless, teachers, parents/guardians, and related service personnel must work in cooperation to delineate the chronological age appropriate environments and activities in which the student of concern should function. And then, skills must be prioritized within each activity delineated which maximize the active responding of the student. An individual does not have to be independent or even potentially independent to be taught to actively participate in many chronological age appropriate activities. Every time a student is excluded from a chronological age appropriate activity primarily because his/her mental age is lower than nonhandicapped persons who engage in that activity, he/she is being victimized.

The Inclusion of Multihandicapped Students. Severity of handicapping conditions does not alter the right of an individual to an appropriate education. Therefore, the question is, are the same curriculum development strategies used to develop appropriate longitudinal, preparatory curricula for severely handicapped students applicable for multihandicapped students. If it can be agreed that the learning and performance characteristics described by Brown, et al. (1983), are at least the same for multihandicapped students, then it might be reasonable to suggest that the more handicapped the individual the more precisely the curricular content must be articulated.

Multihandicapped adults, the same as other severely and nonhandicapped adults, must be prepared to function in domestic, vocational, recreation/leisure, and general community environments. Maximal involvement for many severely multihandicapped students may mean partial participation

(Baumgart, et al., 1982). Those who work with and care for such students often rush from one task to another that concern the student, e.g., preparing meals, laying out clothes, doing laundry and going to the store. There are many daily activities in which some severely multihandicapped persons will always need assistance. Rather than nonhandicapped persons rushing to complete these tasks for the student, it seems a more defensible and habilitative approach to target specific steps within these tasks and teach the student of concern to participate.

The idea that "prerequisite" cognitive skills (e.g., object permanence, means-ends, causality) are absolutely necessary before active involvement in functional skills can be taught is not true. A wonderful example of this was provided by a mother who has a child in Allyne Prater's class. The mother discussed the routine of carrying her daughter into the child's bedroom. Each time they entered and crossed the threshold she assisted her daughter to reach across and lift the light switch. The morning she told the story in school, her daughter had reached on her own and lifted the switch. Did this profoundly retarded, multihandicapped child understand that she caused the light to go on? Probably she did not. She is, however, learning that in response to the cue of crossing the threshold and stopping she is expected to reach and lift the light switch. Essentially she is being taught to make a motoric response which is participation in a functional skill. If she did not turn the light on, someone else would have to turn it on.

There are many functional activities in which severely and multihandicapped students can participate when individualized adaptations are utilized (Baumgart, et al., 1982). An individualized adaptation might be: a created material or device; a change in a rule; a change in a skill sequence; or a change in attitude. An individualized adaptation enables a person to participate in a way that he/she otherwise could not.

Integrating Related Services. Integrating related services into educational programs means changing attitudes and redefining roles. A therapist or clinician can view him/herself as an educator and work in collaboration with a teacher. Just as teachers are expected to absorb the expertise of related service personnel into their teaching, related service personnel can use teachers to gain instructional ideas and strategies.

Delbert Thacker, the speech and language clinician at Central Avenue School, changed his model from 1:1 therapy in his office to providing instruction to students in nonschool environments. Communication, expressive and receptive, occurs throughout the day. There was no guarantee that any performance Delbert was able to elicit in his "therapy room" would transfer to more meaningful environments. To address this transfer problem, he began working with several teachers as an instructional team member in nonschool environments. Certainly, a speech and language clinician can assess the communicative needs of a client best by observing and intervening in the environments where communication is necessary for acceptable functioning.

Paula Renard, the occupational therapist for both Central Avenue and Summitville expressed interest in collaborating with teachers in the development and implementation of programs to maximize her services. Her training makes her a good candidate to assist in the development of individualized adaptations for use in many nonschool environments.

June of 1983

Community Awareness. The Burlington community at large has seen changes that will benefit many severely handicapped and nonhandicapped persons as a result of educational intervention prompted by Scott Wood and Mary Ann Green. These two high school level teachers from Central Avenue School began teaching students to utilize the public bus system to travel to nonsheltered, nonschool vocational training sites. Consider the number of skills required to function in the general community and specifically to utilize the public buses:

reading bus-stop signs and bus marquees;

utilizing money and/or bus tickets;

interacting with nonhandicapped persons;

orienting and moving about safely in the community;

responding to time and other cues naturally available to nonhandicapped persons;

selecting appropriate clothes;

maintaining personal appearance throughout the day;

being responsible for personal belongings; and

others.

While individualized adaptations that enable specific students to handle money, tell time, communicate with nonfamiliar persons, etc., have been advantageous, one adaptation has made utilizing buses in Burlington easier for many. Scott and Mary Ann recognized that for many of their students, identifying the bus needed to reach a certain destination was problematic. An inventory of the cues available to identify buses indicated that marquees displayed only a printed word cue. They proposed an addition to this system to the Department of Transportation. Some public transportation systems display abbreviated codes in addition to destination or route names; e.g., letters, colors or numbers are associated with particular routes. As a result of this effort by Scott and Mary Ann, Burlington now has a symbol associated with each of the seven routes traveled by public buses.

Vocational Training. Since September, the following nonsheltered Burlington businesses have become training sites for severely handicapped students:

_____ Bank;

Kiln & Kolor (ceramics shop);

Mostly Marcia's (clothing);

British Motors Limited;

Pzazz Motel (custodial and laundry); and

Thrift Shoppe.

A great many nonhandicapped taxpayers, as well as parents/guardians, other educators, administrators, etc., are now able to witness that with systematic, direct instruction, many severely handicapped persons can function acceptably in nonsheltered, heterogeneous vocational and general community environments.

Nonschool Instruction. Other teachers have used a variety of nonschool environments for instructional purposes. Among these are:

Nonschool domestic training sites including personal homes and apartments;

The YMCA;

Jacks (discount store);

Hy-Vee (grocery store);

McDonald's;

The Library; and

The Bowling Alley.

Where Do We Go From Here

The first year was only the beginning. Many teachers, related service personnel, parents/guardians, and significant others have seen what is possible. Once you have seen what can be accomplished, it reinforces the desire to individualize and develop comprehensive, longitudinal, and especially preparatory curricula for severely handicapped students.

One of the ideas discussed at the end of the 1982-83 school year is a task force model. Teachers of each chronological age group, elementary, middle, and high school, could work as a team. At least two goals could be realized. First, high school level teachers could suggest curricular content in which middle school age students should receive some training; and teachers of middle school age students could do the same with teachers of elementary age students. Second, these task force teams could work out scheduling issues related to providing instruction in nonschool environments. Teachers of students of similar chronological age who need instruction in the same environments and activities could share instructional responsibilities.

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Central Avenue School
1205 North Central
Burlington, Iowa 52601

APPENDIX A1

PARENT/GUARDIAN INVENTORY

I. General Student Information

A. Student's Name_____
first middle last

Student's Social Security #_____Birthdate_____

Current Address_____
street city state

Phone #_____

B. Parent's Name_____
first middle last

Address (if different)_____
street city state

Phone #_____ Business Phone #_____

C. House Parent/Foster Parent's Name_____

Phone #_____

D. Social Worker's Name_____ Phone #_____

E. Physician's Name_____ Phone #_____

Medications and time of administering_____

_____

_____

F. Teacher's Name_____

G. What type(s) communication system(s) does he/she use?

__verbal __sign language __picture book

__written message __gestures

If other than verbal, how would your child specifically make his needs known?

_____

_____

PARENT/GUARDIAN INVENTORY
Page 2

General Student Information, cont.

H. What does your child really like that could be used as a reinforcer for correct responses/good work?

_____

I. Upon graduation from Central Avenue School, you would like to see your child participating in:

_____ Day Care/Activity Program

_____ Sheltered Workshop

_____ Competitive Part-time Employment

_____ Competitive Full-time Employment

_____ Other (please specify) _____

_____

J. Following graduation from Central Avenue School, you anticipate your child's living situation to be:

_____ Urban (what city?) _____

_____ Rural (what county?) _____

_____ At Home (whose home?) _____

_____ Group Home (which one?) _____

_____ Sheltered Apartment (what city?) _____

_____ State Institution (which one?) _____

_____ Other (please specify) _____

K. Would you be able or willing to drive your child to his/her place of employment?_____

If yes, would you drive up to twenty miles one way, if needed, on a daily basis?_____

Comments regarding transportation to and from work: _____

_____

_____

_____

PARENT/GUARDIAN INVENTORY
Page 3

II. Domestic Domain

A. What domestic activities does your child presently participate in at home, and how independent is he/she in these activities?

Kitchen	Does not do at home	No opportunity to do at home we don't encourage this at home	Does this well at home	Does this poorly at home	Initiates this activity on his/her own: Yes	No
wash dishes						
dry dishes						
put dishes away						
operate a dishwasher						
clean sink						
clean stove						
clean refrigerator						
set table						
clean off table						
plan grocery list						
go shopping						
put food away after shopping into: refrigerator, freezer or cupboards						
prepare food						
serve food						
operate microwave						
put teakettle on stove						
operate garbage disposal						
operate gas stove						
operate electric stove						
operate gas oven						
operate electric stove						

PARENT/GUARDIAN INVENTORY
Page 4

Domestic Domain, cont.

A. Domestic activities, cont.

	Does not do at home	No opportunity to do at home	We don't encourage this at home	Does this well at home	Does this poorly at home	Initiates this activity on his/her own: Yes	No
Kitchen, cont.							
operate gas oven							
operate electric oven							
Cooking							
prepares juice							
makes a sandwich							
heats up food, i.e. soup							
follows recipe for simple meal							
can use measuring cup, spoons							
uses sharp knives correctly							
Small Appliances							
hand mixer							
large mixer							
coffee pot							
blender							
electric knive							
electric skillet							
popcorn popper							
slow cooker/crock pot							
toaster							
Laundry							
collect laundry							
sort laundry							

PARENT/GUARDIAN INVENTORY
Page 5

Domestic Domain, cont.

A. Domestic activities, cont.

	Does not do at home	No opportunity to do at home	We don't encourage this at home	Does this well at home	Does this poorly at home	Initiates this activity on his/her own: Yes	No
Laundry, cont.							
operate washing machine							
operate dryer							
hang clothes up on clothesline							
fold laundry							
iron clothes							
hang up clothes on hangers							
put clothes away							
Bathroom							
clean bathtub							
clean toilet							
clean sink							
clean mirror							
change toilet paper roll							
recognizes appropriate cleaning materials							

List types of cleaning materials you use:

Bathroom: _____

_____

Living Room: _____

_____

Kitchen: _____

_____

Any other Room: _____

_____

PARENT/GUARDIAN INVENTORY
Page 6

Domestic Domain, cont.

A. Domestic Activities, cont.

	Does not do at home	No opportunity to do at home	We don't encourage this at home	Does this well at home	Does this poorly at home	Initiates this activity on his/her own: Yes	No
vacuum							
scrub floor							
wax floor							
dry mop floor							
sweep floor							
shake rugs							
dust furniture							
wash car							
wash windows							
make bed							
change light bulb							
take out trash							
<u>Yard Care</u>							
cut grass							
trim grass and around house							
trim bushes							
rake leaves							
plant garden							
pull weeds							
snow shoveling							
<u>Hygiene/Grooming</u>							
wash face							
wash hands							
take bath/shower							
brush teeth							

PARENT/GUARDIAN INVENTORY
Page 7

Domestic Domain, cont.

A. Domestic activities, cont.

Hygiene/Grooming, cont.	Independent (can do all by self)	Semi-independent	Dependent (needs help)	Initiates activity on his/her own: Yes	Initiates activity on his/her own: No
wash hair					
cut fingernails					
clean fingernails					
cut toenails					
use deodorant					
nasal hygiene					
shoe care					
knows how to shave correctly					
matches clothing					
complexion care					
uses makeup					
uses perfume/cologne					
uses tampon/kotex					
uses curling iron					
uses hair dryer					
Social Skills					
greets visitors					
socializes with visitors					
socializes with other students					
shows courtesy to others					
shows concern for one another					
eye contact when speaking to someone					
eye contact when spoken to					

PARENT/GUARDIAN INVENTORY
Page 8

Domestic Domain, cont.

A. Domestic activities, cont.

Social Skills, cont.	Independent (can do all by self)	Semi-independent	Dependent (needs help)	Initiates activity on his/her own: Yes	Initiates activity on his/her own: No
knows how to use a telephone correctly					
knows appropriate introductions when introducing someone					

Knows Personal Information	Yes	No
name		
address		
city		
state		
zip code		
telephone number		
birthdate		
parents' name		
social security number		
emergency numbers		
name of family doctor		
any of his/her medical problems		
types of medication he/she is taking		
allergies to medication		
seizures		

B. List additional activities you would like to see worked on.

_____

_____

_____

PARENT/GUARDIAN INVENTORY
Page 9

III. Community Mobility Domain

A. What community activities does your child presently participate in, and how independent is he/she in these activities?

	Independent (can do all by self)	Semi-independent	Dependent (needs help)	Check if you would like your child to work on activity	Upon graduation, what activities do you expect your child to participate in
Transportation					
crosses street					
can walk to a specific destination					
uses city bus					
uses taxi					
rides a bike					
Find Public Service Agencies					
post office					
bank					
library					
drug store					
grocery store List stores you use: _____ _____ _____					
school					
hospital					
airport					
church					
mall					
police station					
courthouse					
bus depot					

PARENT/GUARDIAN INVENTORY
Page 10

Community Mobility Domain, cont.

A. Community activities, cont.

	Independent (can do all by self)	Semi-independent	Dependent (needs help)	Check if you would like your child to work on activity	Upon graduation, what activities do you expect your child to participate in
<u>Health Services</u>					
doctor					
dentist					
barber/beauty shop					
eye doctor					
<u>Restaurants</u>					
McDonald's					
Country Kitchen					
Kentucky Fried Chicken					
Godfather's Pizza					
Ground Round					
Happy Joe's					
Ken's Pizza					
Long John Silver's					
Big Boy					
Perkins					
Pizza Hut					
Sirloin Stockade					
Steamboat Pizza Port					
Subs and Suds					
Wendy's					

PARENT/GUARDIAN INVENTORY
Page 11

IV. Vocational Domain

A. What work demands are being placed on your child at home, and what is his/her reaction to them?

Activity	Degree of Independence
(e.g.) carries out the trash	does willingly, without being told

B. What jobs does your child seem particularly interested in or really likes to do (in or out of the home)?

C. What jobs does your child seem to dislike?

D. What types of work or occupations (if any) do you object to your son/daughter participating in?

E. If there are any recurring safety problems (fascination with electrical outlets, putting objects in mouth, etc.), please state them.

PARENT/GUARDIAN INVENTORY
Page 12

Vocational Domain, cont.

F. What concerns or comments do you have regarding your child's placement in a vocational training program?

_____

_____

_____

G. What type of job/occupation would you like your child working in?

_____

_____

_____

V. Recreation/Leisure Domain

A. What leisure activities does your child participate in at home and how independent is he/she in these activities?

	Does not do	Independent (needs no help)	Semi-independent	Dependent (needs some help)	Does child initiate activity? Yes	No
plays cards/games						
listens to records						
listens to tapes						
looks at/reads magazines						
looks at/reads newspaper						
watches TV						
does craft project please list: _____ _____ _____						
plays musical instrument: please list: _____ _____ _____						

PARENT/GUARDIAN INVENTORY
Page 13

Recreation/Leisure Domain, cont.

A. Leisure activities, cont.

	Does not do	Independent (needs no help)	Semi-independent	Dependent (needs some help)	Does child initiate activity? Yes	No
exercises						
takes care of pets						
listens to radio						
photography/camera usage						
draws/paints						
takes care of plants						
writes letters						
mails letters						
calls friends/relatives on telephone						

B. What leisure activities in the community does your child participate in and how independent is he/she in these activities?

bowling						
roller skate						
visit parks						
rides bicycles						
uses library						
attends spectator sports						
goes to movies						
plays video games						
swims						
attends school plays/concert						
walks						

PARENT/GUARDIAN INVENTORY
Page 14

Recreation/Leisure Domain, cont.

B. Community leisure activities, cont.

	Does not do	Independent (needs no help)	Semi-independent	Dependent (needs some help)	Does child initiate activity? Yes	No
plays with neighborhood kids please specify activity: _____ _____ _____						
shops for records/tapes						
attends day camp/summer camp						
uses YMCA or YWCA facilities						
camping/hiking						
picnic with family						
participate in church activities						

VI. Additional Information

A. If you have any concerns or comments regarding your child's education within each domain, please state them.

Domestic Domain_____

_____

Community Mobility Domain_____

_____

Vocational Domain_____

_____

Recreation/Leisure Domain_____

_____

B. Please sign and date this survey. It will go in your child's record and will be vital for the development of his/her IEP.

_____ _____
Signed Date

APPENDIX A_2

PARENT/GUARDIAN INVENTORY

	Location of Child	Primary Activity	Location of Supervision	Primary Activity
A.M. 6-7				
7-8				
8-9				
9-10				
11-12				
P.M. 12-1				
1-2				
2-3				
3-4				
4-5				
5-6				
6-7				
7-8				
8-9				
9-10				